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ABSTRACT

Focusing on occupational clusters of transportation and communications, this unit entitled "Telephone Workers" is one of four grade one units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (life role-understanding), five career development themes (e.g., the student will understand the relationship of education to life-roles), six unit goals (e.g., the student will understand the relationship of science studies to life roles), and eight performance objectives (e.g., the student will verbalize one property of sound). Also included in Section I are evaluation procedures for a pre- and post-assessment, three student evaluation sheets, and evaluation tabulation forms for the unit. Section II describes teaching strategies for eight unit subtopics (capsules) and includes suggested resources for teaching each one. Among the capsule titles are sound and the telephone, operator, and telephone etiquette. Section III contains four teacher reference sheets, and section IV contains nine student activity sheets. (JH)

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Suggested for
Grade 1

TELEPHONE WORKERS

one in a series
of
CAREER DEVELOPMENT CURRICULUM UNITS
for the
Elementary Classroom

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

TELEPHONE WORKERS

Grade One

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT: THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES "CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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ESEA Title III
Coloma Community Schools
Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

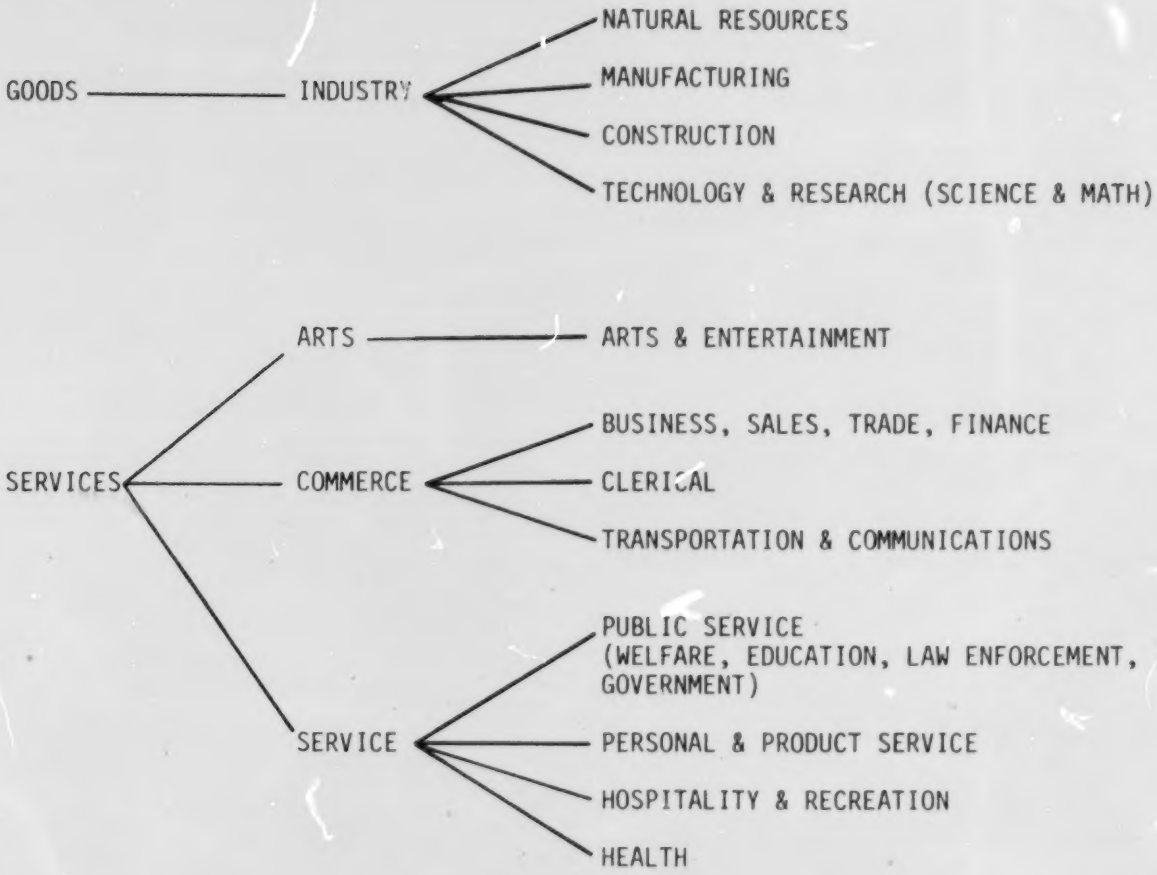
K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



"Telephone Workers"
1st Grade

Unit Rationale

This unit provides experiences to help the students understand and appreciate the telephone workers and the services they provide.

Telephones and telephone workers play a very important role in American lives. They provide services that enable people to meet emergencies, to save lives, to take care of businesses, to eliminate unnecessary letters or trips, and to keep in contact with their friends and loved ones. Without telephone services this whole community and its way-of-life would be paralyzed.

The major topics developed in this unit are interdisciplinary. They include language arts, science, math, social studies, and art related activities.

Teacher Information

This unit is designed to be taught over a period of two to three (2-3) weeks or in ten to fifteen (10-15) hours.

Teacher Preparation

1. Study the following background information about the telephone industry:

   Occupational Outlook Handbook
   U.S. Department of Labor, Bureau of Labor Statistics

   World Book Encyclopedia
   Field Enterprise Educational Corporation

   Dictionary of Occupational Titles
   U.S. Department of Labor

   "Telezonia Program"
   Bell Telephone Company

2. Read the unit carefully.

3. Obtain the materials suggested in the Resources and Materials columns of each capsule.

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"Telephone Workers"
1st Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Telephone Workers"
1st Grade

Element #I - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.2 - The student will understand life-role activity as societal-contributing. (economic, societal-need implications)

Unit Goal - The student will understand how telephone workers contribute to society.

Unit P.O. #1 - The student will identify one way telephone workers help people.
(Evaluation Tabulation Form B, column P.O. #1)

Theme 1.3 - The student will understand the relationship of education to life-roles.

Unit Goal - The student will understand how math and reading skills relate to life-roles.

Unit P.O. #2 - The student will write the proper numbers on a diagram of a telephone.
(Evaluation Sheet #2 - A)

Unit P.O. #3 - The student will write his/her telephone number.
(Evaluation Sheet #2 - B)

Unit Goal - The student will understand the relationship of science studies to life-roles.

Unit P.O. #4 - The student will verbalize one property of sound; i.e., sound is caused by waves or vibrations.
(Evaluation Tabulation Form B, column P.O. #4)

Theme 1.4 - The student will understand the desirable attributes of individuals in life-roles.

Unit Goal - The student will become aware of desirable telephone manners.

Unit P.O. #5 - The student will demonstrate good telephone manners.
(Evaluation Tabulation Form B, column P.O. #5)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will become aware of the workers and the tools used within the telephone industry.

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Telephone Workers"
1st Grade

Unit P.O. #6 - As the teacher reads a list of eight (8) workers, the student will correctly identify with at least 80% accuracy those who work in the telephone industry. (Evaluation Sheet #1)

Unit P.O. #7 - Given illustrations of ten (10) tools, the student will correctly identify with at least 80% accuracy those tools used by telephone workers. (Evaluation Sheet #3)

Theme 1.6 - The student will understand the relationship of life-role changeableness to individual cope-ability.

Unit Goal - The student will understand the improvements in communications.

Unit P.O. #8 - The student will identify two (2) forms of communication used before the invention of the telephone. (Evaluation Tabulation Form B, column P.O. #8)

Evaluation Procedure
"Telephone Workers"
1st Grade

Pre-Assessment

1. Review the elements, themes, goals, and performance objectives before you begin.

2. Make copies of Evaluation Sheets #1, 2, and 3 for the students.

3. Distribute Evaluation Sheet #1.

   A. Read the names of each of the following workers. Have the students draw a circle around those who work in the telephone industry.

1. Lineman	5. Teacher
2. Doctor	6. Installer
3. Operator	7. Clerk
4. Repairman	8. Farmer

   (Note that the correct answers are circled.)

   B. Record the students' raw scores on Evaluation Tabulation Form B, column P.O. #6 - pre.

   C. Total this column to indicate the number of students who had six (6) or more correct answers.

   D. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheet #1, column P.O. #6 - pre.

4. Give the students Evaluation Sheet #2. Use a large copy or a transparency to demonstrate, if necessary.

   A. Ask the students to write the correct numerals in the small circles (Part A) and their telephone number, or the number of a relative or a neighbor, on the line in the large circle (Part B).

   B. Record the students' raw scores on Evaluation Tabulation Form B, column P.O. #2 - pre.

   C. Total both of these columns to indicate the number of students who successfully completed this assignment.

   D. Transfer these totals to Evaluation Tabulation Form A, Evaluation Sheet #2A and #2B, columns P.O. #2 - pre and P.O. #3 - pre.

Evaluation Procedure
(Continued)
"Telephone Workers"
1st Grade

5. Give the students Evaluation Sheet #3.

   A. Read the number and the name of each tool. Have the students circle those tools used by workers in the telephone industry. (Note that the correct tools are: #3. headphone, #4. telephone directory, #6. screwdriver, #7. pencil, #8. wrench, and #10. switchboard.)

   B. Record the students' raw scores on Evaluation Tabulation Form B, column P.O. #7 - pre.

   C. Total this column to indicate the number of students who had at least six (6) correct answers.

   D. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheet #3, P.O. #7 - pre.

6. Study both the results of these tests and the performance objectives to determine in what areas the students will need the most help.

Assessment - During Implementation

1. Test the students while teaching this unit, or after finishing it, to see if they can meet the Performance Objectives #1, 4, 5, and 8.

   A. Test the students on a one-to-one basis for Performance Objectives #1, 4, and 5.

   B. Test them on a one-to-one basis for Performance Objective #8, or let the students illustrate two (2) forms of communication.

2. Place a check (✓) after the students' names in the correct columns on Evaluation Tabulation Form B as they demonstrate the behavior described in Performance Objectives #1, 4, 5, and 8.

3. Total the remaining columns to indicate the number of students who met the criteria as stated in Performance Objectives #1, 4, 5, and 8.

4. Transfer these totals to the correct columns on Evaluation Tabulation Form A.

Post-Assessment

1. Follow instructions #1-6 as listed in the pre-assessment section, but record the results on the post-test section of Evaluation Tabulation Forms A and B.

2. File the completed Evaluation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "Telephone Workers" Teacher _____

Building _____ Grade 1st

Performance Objective	* Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #6 Identify telephone workers.	1	8	6			
Post - P.O. #6 Identify telephone workers.	1	8	6			
Pre - P.O. #2 Write numerals on a telephone dial.	2-A	1	1			
Post - P.O. #2 Write numerals on a telephone dial.	2-A	1	1			
Pre - P.O. #3 Write own telephone number.	2-B	1	1			
Post - P.O. #3 Write own telephone number.	2-B	1	1			
Pre - P.O. #7 Identify telephone workers' tools.	3	10	8			
Post - P.O. #7 Identify telephone workers' tools.	3	10	8			

(Continued on next page)

*Administer the tests in the sequence listed above.

Evaluation Tabulation Form A

Unit Name "Telephone Workers" Teacher _____

Building _____ Grade 1st

Performance Objective		Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #1	None						
Post - P.O. #1	Identify how telephone workers help people.	Eval. Tab. Form B, col. P.O. #1	1	1			
Pre - P.O. #4	None						
Post - P.O. #4	Identify one property of sound.	Eval. Tab. Form B, col. P.O. #4	1	1			
Pre - P.O. #5	None						
Post - P.O. #5	Demonstrate good telephone manners.	Eval. Tab. Form B, col. P.O. #5	1	1			
Pre - P.O. #8	None						
Post - P.O. #8	Identify two early forms of communications.	Eval. Tab. Form B, col. P.O. #8	2	2			

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "Telephone Workers" Teacher _____

Building _____ Grade 1st

1. Record the students' raw scores in the columns labeled Evaluation Sheets #1, 2A, 2B, and 3 in the pre and post sections.
2. Figure, at the conclusion of this unit, the percentage of growth.
3. Place a check (✓) in column P.O. #1 if the student cites one (1) way telephone workers help people.
4. Place a check (✓) in column P.O. #4 if the student cites one (1) property of sound.
5. Place a check (✓) in column P.O. #5 if the student demonstrates good telephone manners.
6. Place a check (✓) in column P.O. #8 if the student identifies two (2) forms of early communication.
7. Total the columns at the bottom to indicate the number of students who met the criteria as stated in the performance objectives.
8. Transfer these totals to the proper columns on Evaluation Tabulation Form A.

Evaluation Sheet #	#1			#2A			#2B			#3			#1	#4	#5	#8
P.O. #	#6	#6		#2	#2		#3	#3		#7	#7					
NAMES	Pre	Post	% of Growth	Pre	Post	% of Growth	Pre	Post	% of Growth	Pre	Post	% of Growth	How Workers Help	Property of Sound	Good Manners	Two Forms of Communication
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																

Evaluation Tabulation Form B
(Continued)

Unit Name "Telephone Workers" Teacher _____

Building _____ Grade 1st

Evaluation Sheet #	#1			#2A			#2B			#3						
P.O. #	#6	#6		#2	#2		#3	#3		#7	#7		#1	#4	#5	#8
NAMES	Pre	Post	% of Growth	Pre	Post	% of Growth	Pre	Post	% of Growth	Pre	Post	% of Growth	How Workers Help	Property of Sound	Good Manners	Two Forms of Communication
15.																
16.																
17.																
18.																
19.																
20.																
21.																
22.																
23.																
24.																
25.																
26.																
27.																
28.																
29.																
30.																
23 TOTAL			[illegible]			[illegible]			[illegible]			[illegible]				30

EVALUATION SHEET #1

NAME_____

DATE_____

1. LINEMAN

2. DOCTOR

3. OPERATOR

4. REPAIRMAN

5. TEACHER

6. INSTALLER

7. CLERK

8. FARMER

EVALUATION SHEET #2

NAME_____

DATE_____

A. WRITE THE CORRECT NUMERALS IN THE SMALL CIRCLES AROUND THE DIAL.

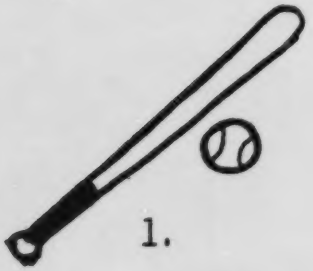
B. WRITE YOUR TELEPHONE NUMBER ON THE DIAL.

EVALUATION SHEET #3

NAME_____

DATE_____

CIRCLE THE TOOLS A TELEPHONE WORKER WOULD USE TO DO HIS OR HER JOB.



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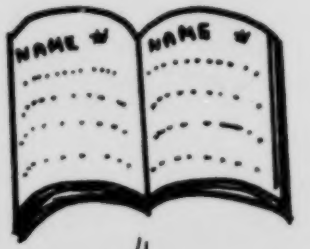

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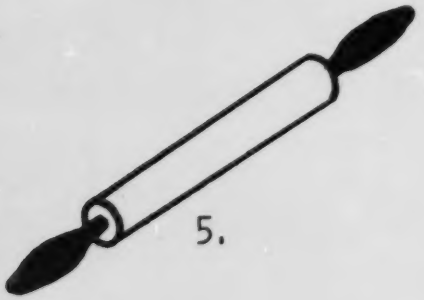

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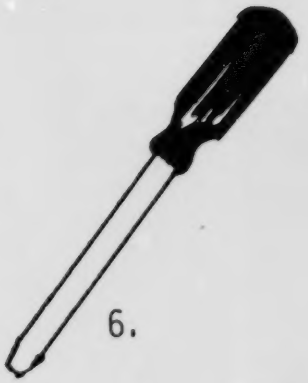

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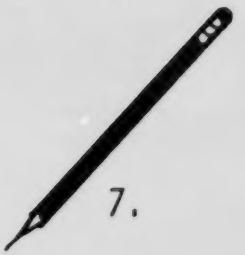

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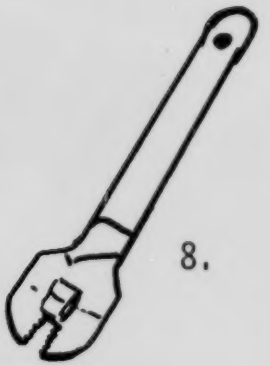

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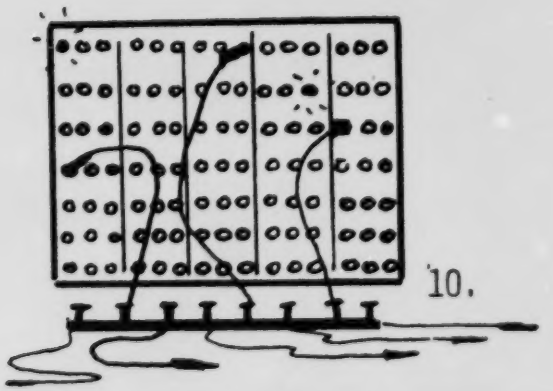

10.

Capsule #1
Introduction

I. Introduce this unit with the nonsense poem, "Eletelephony," by Laura E. Richards.

II. Tell the students that they will learn how the telephone works, that they will become acquainted with some telephone workers, and that they will learn good telephone manners. Explain that they will make booklets to take home.

III. Distribute Activity Sheet #1, and let the students color it for their telephone booklets.

IV. Help the students to keep the pages for their booklets until those pages are ready to be fastened together. Make a small file from a cardboard box, and place it within easy reach of the students. Make a folder for each child. File these folders in alphabetical order in the box. Instruct the students on simple alphabetizing if necessary. Let them file their daily papers in their folders.

Resources and Materials	Notes
I. My Poetry Book, Holt, Rinehart, and Winston, New York, NY, 1956, pp. 455 and 456	
III. Activity Sheet #1 Crayons or magic markers	
IV. Cardboard box about 12" x 18" File folders	

I. Note that this capsule is designed to help the students understand what sound is.

II. Demonstrate that sound is caused by vibrations.

A. Let a student stretch a rubber band between two (2) fingers.

B. Let another student pluck the stretched rubber band. Emphasize the vibration.

C. Have the first student increase and decrease the tension on the band to hear the changes in pitch.

III. Demonstrate that talking is also the result of vibrations. Emphasize that sound is caused by vibrations.

A. Allow the students to place their fingertips on their throats when talking.

B. Tell them that they are feeling their vocal cords. Explain that vocal cords are like the rubberband.

C. Use an inflated balloon.

1. Point out that the mouth of the balloon is like people's vocal cords and that the air is like the air in their lungs.

2. Stretch the mouth of the balloon between the thumb and the forefingers until it is tightly closed.

3. Relax the tension until the air escapes.

4. Vary the tension to hear the pitch changes.

D. Explain to the students that the buzz sound of their vocal cords is changed into words by their noses and their mouths. Let them discover this fact by moving their mouths while making funny noises or by holding their noses while talking.

E. Bring a stringed instrument or a kazoo to school, and allow the students to feel the vibrations produced by this instrument.

IV. Demonstrate that sound travels in waves.

Resources and Materials	Notes
II.	
A. Rubber bands	
III.	
C. Balloons	

A. Drop a small rock in a pan of water, and explain that sound waves are much like these ripples.

B. Have the pupils take turns holding a thin aluminum plate about ten (10) inches from their mouths. Have them sing or shout to feel the vibrations of the plate.

C. Explain that the plate vibrates because of the sound waves traveling through the air.

V. Demonstrate how sound travels from the transmitter to the receiver of the telephone.

A. Display the poster, "This Is How The Telephone Works."

B. Discuss the four (4) points listed on the poster, and answer any questions the students may have.

VI. Do the following culminating activities.

A. Allow the students to tell something they learned about sound; i.e., it travels in waves, it's caused by vibrations, etc.

B. Check Evaluation Tabulation Form B, column P.O. #4, to indicate which students told something about sound.

VII. Choose from these optional related activities.

A. Help the students make a simple telephone. Cut off the tops of two (2) cans, and punch small holes in the bottom of each. Thread the ends of cotton string through the holes, and tie knots at each end. Have two (2) students each take a can and move as far apart as possible. Have them keep the string between the two cans in a straight, tight line. Let one student speak into the open end of his can. Observe that the vibrations from his voice travel along the string until they reach the other can. Let the other student hear his partner's voice when he places the open end of the second tin can to his ear. (Allow individual students to make this simple telephone as an art or a science project.)

B. Give the students a chance to hear and to feel that sound is vibrations.

1. Give each student a comb and a piece of wax paper. Have the students bring small combs from home.

Resources and Materials	Notes
A. Pan of water Small rock	
B. Thin aluminum plate	
V.	
A. Poster - "This Is How The Telephone Works," Bell Telephone Company	
VI.	
B. Evaluation Tabulation Form B	
VII.	
A. Two (2) cans and some cotton thread	
B. Combs and wax paper	

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2. Let them hold the wax paper and the comb against their mouths. Have the students hum a little tune.

C. Use a tuning fork to demonstrate how sound travels in waves.

1. Strike the tuning fork.

2. Place the tuning fork in a pan of water.

Resources and Materials	Notes
C. Tuning fork Pan of water	

Capsule #3
Communications Through the Year

I. Ask the students to name the ways that messages were passed from one place to another before the telephone.

   A. List these ways on the board.

   B. Discuss the above methods, and emphasize the following; i.e., running - Greek soldiers, horses - Pony Express, mirrors - ships, drums, smoke signals, and pigeons.

   C. Demonstrate, or allow the students to role-play, the above methods.

II. Do the following art activities:

   A. Let the students volunteer to color or paint a class mural of any of the above means of early communications. (See Reference Sheet #2)

   B. Have the students make a display of items such as a drum, a mirror, toy horses, and the like.

   C. Let the students combine the above items and pictures to make a bulletin board or a display.

III. Have the students draw and color two (2) forms of early communication on Activity Sheet #2. Let them file this sheet for their booklets.

IV. Allow each student to name two (2) forms of communication before the invention of the telephone. Record on Evaluation Tabulation Form B, column P.O. #8, the names of those students who successfully completed this task.

Resources and Materials	Notes
II. A. Reference Sheet #2	
III. Activity Sheet #2	
IV. Evaluation Tabulation Form B	

Resources and Materials	Notes
I. "Teletrainer" from Bell Telephone Company	
II. A. Activity Sheet #8	
III. B. Telephone directory	

Capsule #4
Operator

I. Introduce this capsule by asking the name of the telephone worker who helps people make telephone calls.

II. Help the students form a visual concept of an operator.

A. Show frames pertaining to the operator from the filmstrip entitled Telephone Workers.

B. Show pictures of an operator if such pictures are available.

C. Explain to the students that at first only men were operators but later the companies employed only women as operators because their voices were more pleasant. Today companies are again hiring men as operators.

III. Take a field trip to a local telephone company or to a local building where a switchboard is in operation. (See Reference Sheet #4)

A. Emphasize the tools of the operator; i.e., headphones, a switchboard, a pencil, and a pad of paper.

B. Emphasize that the operator has a pleasing voice. Discuss why a pleasant voice is nicer to listen to over a telephone.

C. Emphasize the ways an operator helps people; i.e., during emergencies, during incorrect dialings, and during inabilities to find telephone numbers.

IV. Allow the students to role-play an operator by using a simulated set of phones or by using a set from the local telephone company.

A. Emphasize the importance of a pleasant voice.

B. Stress the skills that an operator needs. Emphasize that an operator must have the ability to listen carefully, to speak clearly, to read and write, and to remember numerals.

C. Stress the importance of good worker characteristics.

1. Emphasize being on time. Discuss what could happen if the operator were late or absent.

2. Discuss being dependable. Ask what could happen if the operator left the switchboard unattended.

Resources and Materials	Notes
II. A. Filmstrip: Telephone Workers, Michigan Bell Telephone Company III. Reference Sheet #4 IV. Phones	

3. Stress being accurate. Discuss what could happen if the operator gave everyone the wrong numbers or charged the calls to the wrong people.

4. Emphasize being polite. Ask what could happen if the operator were rude. Discuss how people would feel if the operator shouted at them.

V. Do the following culminating and evaluative activities after returning from the field trip.

A. Have the students color the picture of an operator on Activity Sheet #3.

B. Let the students draw the operator's tools on Activity Sheet #3.

C. Have the students verbalize one way the operator helps people. Place a check on Evaluation Tabulation Form B, column P.O. #1, beside the names of those students who successfully completed this activity.

D. Have the students file Activity Sheet #3 for their booklets.

Resources and Materials	Notes
V.	
A. Activity Sheet #3 Crayons, paints, and pencils	
C. Evaluation Tabulation Form B	

Capsule #5
Craftsmen

I. Introduce this capsule with the following questions:

A. Ask the name of the telephone worker who climbs poles and attaches telephone lines (lineman). Emphasize that he or she may also repair these wires during rain, wind, and snowstorms.

B. Ask the name of the telephone worker who goes to the homes to put in, install, telephones (installer).

C. Ask the name of the telephone worker who goes to the homes when a telephone needs to be fixed or repaired (repairman).

D. Ask if these workers are all telephone craftsmen. Explain that they must have very special skills.

II. Explore each worker in detail.

A. Show a filmstrip and films about these craftsmen.

B. Show pictures of a lineman, an installer, and a repairman if such pictures are available.

C. Emphasize the following points:

1. Say that he or she may be an inside or an outside worker.

2. Explain which tools are used by these workers for the specific job to be done.

3. Say that their job requires them to be polite to people.

4. Stress that their clothing is protective if they are working outside and is clean if they are working inside.

III. Invite to the classroom one or more of the three types of craftsmen as role-models. (See Reference Sheet #3) Emphasize that one craftsman may do all of these jobs. Use the following questions for the role-model:

A. Ask, "Do you have to wear special clothing?"

B. Say, "What is your most important tool?"

C. Ask the lineman, "Do you like going out in the winter?"

D. Ask the installer or repairman, "Do you like going into people's homes?"

Resources and Materials	Notes
II. A. Filmstrip and films from the Bell Telephone Company III. Reference Sheet #3	

E. Say, "How do you get from one job to another?"

F. Ask, "Where did you learn how to do your job?"

G. Ask, "Do you have to know how to read or write or do math?" Ask how these skills are used.

1. Emphasize the importance of reading instructions, maps, addresses, etc.

2. Explain that understanding how the telephone works involves science skills.

3. Stress that reading and writing numerals for telephone numbers include math skills.

IV. Give the students an opportunity to handle some of the tools used by these workers. Set up a small table of tools for the children; i.e., wrenches, nuts and bolts, screwdrivers, screws, boards, hammers, nails, wire cutters, wire, and pliers.

V. Do the following culminating and evaluative activities:

A. Give the students Activity Sheet #4 to draw a picture of their favorite craftsman at work.

B. Have them include the tools this craftsman would need.

C. Let the students verbalize one way craftsmen help people. Record on Evaluation Tabulation Form B, column P.O. #1, those students who responded correctly.

D. Let the students file Activity Sheet #4 for their booklets.

Resources and Materials	Notes
IV. Table, wrenches, nuts and bolts, screwdrivers, screws, hammers, boards and nails, wire cutters, wire, and pliers	
V.	
A. Activity Sheet #4	
C. Evaluation Tabulation Form B	

Capsule #6
Clerk

I. Begin by using the following discussion:

A. Decide whose job it is to send telephone bills to the homes (office workers).

B. Ask from whom people order a new phone (an office worker).

C. Explain why people must pay for a telephone and for the use of a telephone.

1. Say that they pay the workers who help them.

2. Explain that they pay for the equipment they use.

3. Say that they pay for research to improve the telephones of the future.

D. Discuss what workers would be needed to run an office and to keep all of the paper work straight. Show the students an enlarged copy of Activity Sheet #7.

1. Mention that a secretary types letters and bills.

2. Point out that a clerk or a bookkeeper makes out bills and keeps records like moms and dads do with checkbooks.

3. Explain that a manager tells the workers what to do like the principal does in a school.

II. Emphasize how the skills learned in school help these workers.

A. Explain that they must read and write numerals to figure out bills and accounts.

B. Say that they must add and subtract numerals.

C. Stress that they must correctly read and write names, addresses, instructions, and letters.

III. Emphasize that they must be dependable, polite, and accurate. Discuss the importance of good worker characteristics.

IV. Let the students role-play a telephone office worker. Emphasize the tools used and the accuracy of the work. Have them do the following activities:

Resources and Materials	Notes
D. Enlarge a copy of Activity Sheet #7	

A. Let the students role-play ordering phones.

1. Have one person be the clerk and the other the customer.

2. Let the customer call the clerk by dialing the phone. Have the clerk answer politely. Emphasize that the customer should also be polite.

3. Have the clerk ask the name and the present telephone number of the customer.

4. Have the clerk ask how many phones are desired and in what colors. (Let the students fill in Activity Sheet #5.)

5. Have the clerk tell the customer when the craftsman will make a home call.

B. Let the students role-play the job of the bookkeeper or clerk by doing Activity Sheet #6. Emphasize how accurate a bill must be.

C. Have one student role-play the job of the manager by checking the work of the other "workers."

V. Give the students Activity Sheet #7 as a culminating and evaluative activity.

A. Have the students circle their favorite office worker as illustrated on Activity Sheet #7.

B. Have the students file Activity Sheet #7 for their booklets.

Resources and Materials	Notes
A.	
4. Activity Sheet #5	
B. Activity Sheet #6	
V. Activity Sheet #7 Crayons, paints or magic markers, pencils	

Capsule #7
How To Use The Telephone

I. Display a teletrainer or a large cardboard telephone to introduce how a telephone works. Discuss the following telephone parts:

Dial - the numbers in sequential order from 1-9 followed by 0

Receiver - the part used for communication (People speak into the mouthpiece and listen via the earpiece.)

Line - in the middle of the large circle on the dial - the place where the owner's number appears

Cord - the carrier of the sound waves to and from the ear-and-mouthpiece

Base - the protector and the decorator of the mechanical parts in the telephone

II. Develop the concept that numbers are important in operating a telephone.

A. Have the students practice writing numerals in sequential order. Give them Activity Sheet #8 and let them write the numerals on the telephone. Allow the students to use the teletrainer to help them in this activity. Let them file Activity Sheet #8 for their booklets.

B. Allow the students to try to dial a number by using a cardboard phone without numerals.

III. Help the students understand how to use the telephone.

A. List on the board the sequential steps for using the telephone.

1. Tell the students to find the correct number.

2. Have them listen for the dial tone.

3. Stress that they must dial correctly.

4. Tell them to hold the telephone correctly.

5. Suggest that they speak clearly and identify themselves.

6. Tell them to hang up gently when they are through.

B. Let the students use the teletrainer to practice dialing different numbers from the telephone directory.

C. Instruct the students on how to get help in an emergency.

1. Tell them to listen for the dial tone.

2. Explain that they must dial "0" for operator by bringing their finger all the way around to the finger stop.

3. Tell them to release their finger and let the dial return by itself.

4. Stress that they must tell the operator what the emergency is and that they must stay on the line until they have given the operator their name, address, and phone number.

IV. Help the students understand how to use the telephone directory although many of them may not be able to read very well.

A. Point out the emergency numbers in the front of the book. Teach them such words as police, fire, doctor, etc. Have them add Activity Sheet #9 to their booklets. (Note that this sheet may be filled out at school or at home.)

B. Explain that it is important for the students to learn the alphabet carefully because names in the telephone directory are listed in alphabetical order by last name.

C. Point out that the directory also indicates city, address, and phone number.

D. Show the students how to use the yellow pages to help find many items.

Resources and Materials	Notes
IV. A. Activity Sheet #9	

Capsule #8
Telephone Etiquette

I. Have the students sit in a circle. Whisper a short phrase to a child who in turn passes the phrase on to the next child. Continue until the last person states the phrase out loud. Emphasize the importance of speaking clearly and of listening well while using the telephone. Discuss with the class how messages may get confused when people do not listen carefully or speak clearly. Explain that good speaking and good listening are very important in telephone conversations.

II. Develop an understanding of good telephone etiquette by discussing the telephone rules.

A. List the rules for calling:

1. Tell the caller to know the right number.

2. Ask him/her to allow time for the other person to answer.

3. Tell him/her to speak loudly enough but not to shout.

4. Ask him/her to use polite words.

5. Tell him/her to say, "This is _____, may I speak to _____, please?"

B. List the rules for answering:

1. Tell the one answering to say, "Hello, this is _____ speaking," or "This is the _____ residence."

2. Tell him/her to ask if he/she may take a message if the call is for someone who is not at home. Have him/her write down the message and REMEMBER to relay it.

3. Remind him/her to hang up softly.

C. Show the filmstrip, How We Use The Telephone, and display the poster on "Telephone Courtesy" from the local telephone company.

III. Let the students use the teletrainer and role-play good telephone etiquette with the following sample situations: (Use Evaluation Tabulation Form B, column P.O. #5, to record those students who completed this activity.)

A. Have them call a friend's house to invite him/her to a party.

Resources and Materials	Notes
II.	
C. Filmstrip: How We Use The Telephone, Bell Telephone Company	
III. Evaluation Tabulation Form B	

B. Have them dial a wrong number and then demonstrate courtesy by apologizing for the mistake.

C. Have them take a message for a member of the family who is not at home. (Let them take down information such as the name of the caller, the telephone number where the caller can be reached, and the message.)

Resources and Materials	Notes

Reference Sheet #1
Telephone Industry Occupations

1. Operators and telephone craftsmen make up more than one-half of all the telephone workers.

2. There are three (3) basic groups of telephone craftsmen.

   A. Installers and repair people - install, maintain, and repair phones.

   B. Construction people - place and maintain wires and cables.

   C. Central office craftsmen - test, repair, and maintain equipment in central offices.

3. Operators - assist customers, make connections, and give information.

4. Clerical Workers - (typists, bookkeepers, receptionists, etc.) keep records of services, send bills to customers, pay the workers, etc.

5. Business and Sales Representatives - take orders for new phone services, purchase equipment, train workers, etc.

6. Scientific and Technical Personnel - plan and design new buildings, solve engineering problems, develop new and improved equipment, etc.

Reference Sheet #4
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

ACTIVITY SHEET #1

NAME_____

DATE_____

HOW MAN SENT MESSAGES

Running

Horses

Smoke Signals

Drums

Mirror

Pigeon

Reference Sheet #3
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

ACTIVITY SHEET #2

NAME_____

DATE_____

HERE ARE TWO (2) WAYS PEOPLE COMMUNICATED LONG AGO.

ACTIVITY SHEET #3

NAME_____

DATE_____

AN OPERATOR HELPS US_____

_____

72

ACTIVITY SHEET #4

NAME_____

DATE_____

HERE IS A TELEPHONE CRAFTSMAN.

ACTIVITY SHEET #5 NAME _____ DATE _____

CUSTOMERS

_____

NUMBER OF PHONES

_____

COLOR

_____

_____

CLERK'S NAME

_____

_____

CUSTOMERS

_____

NUMBER OF PHONES

_____

COLOR

_____

_____

CLERK'S NAME

_____

_____

ACTIVITY SHEET #6

NAME_____

DATE_____

ADD THESE BILLS.

JAN. 1, 1975 - BILL BROWN - 12¢

JAN. 2, 1975 - MARY WHITE - +24¢

TOTAL ___¢

FEBRUARY 1975

1975 - ANN DAY - 31¢

+17¢

TOTAL ___¢

MARCH 1975

JIM FRIDAY - 18¢

+20¢

TOTAL ___¢

APRIL 1975

LORIE NIGHT - 25¢

+13¢

TOTAL ___¢

IT MIGHT BE FUN TO BE A: ACTIVITY SHEET #7

NAME _____

DATE _____

(CIRCLE ONE)

CLERK MANAGER SECRETARY BOOKKEEPER

52

OFFICE WORKERS AT THE TELEPHONE COMPANY HELP US _____

ACTIVITY SHEET #6

NAME_____

DATE_____

ACTIVITY SHEET #9

NAME_____

DATE_____

FILL IN INFORMATION.

CUT OUT AND MOUNT ON TAGBOARD.

EMERGENCY NUMBERS

MY NAME IS_____

MY TELEPHONE NUMBER IS_____

MY ADDRESS IS_____

_____

_____

POLICE	
FIRE	
AMBULANCE	
DOCTOR	
MOM'S NUMBER	
DAD'S NUMBER	
NEIGHBOR-_____	